The ODA Instructional Model

How is your student learning?



What do we believe about education?

- ALL students can find academic success!
- Teaching a student **how** to think is more important than teaching them **what** to think.
- When a student has **ownership** of their learning, they can become anything they want!
- Our school practices have to be grounded in **anti-racist work** in order to fight against the **systemic oppression of education**.
- Anti-racist work is about creating space for everyone's full humanity to be honored and valued equally.



Teaching students **HOW** to think: what does the research say?

Five ways to develop students to think for themselves:

- 1. Let students know that **you don't have all the answers.**
- 2. **Question** everything and **encourage** them to do the same.
- 3. Force students to **make their own choices**.
- 4. **Avoid exams** and find other ways to evaluate learning.
- 5. Push them to **try new things.**



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Creative Curriculum: READING LISTS, MIXTAPES, GPSs

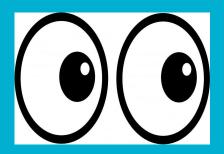
- ODA teachers chunk course content derived from common core standards, into curriculum packets that are distributed **seven weeks at a time**, at the start of each **learning cycle**.

- ODA students receive the new content in creative curriculum that we call Reading lists (English), Mixtapes (Sciences), and GPSs (Mathematics).

- Inside each packet of content, students are given **curriculum** through a mixture of **videos** and **articles**, and **vocabulary sets**. They also are given key **due dates** for tutorials and end of cycle projects.



Take a look...



Reading List (English)

https://docs.google.com/document/d/1HoiZdbnEx9i9 dzkwjJY3J51NFbO4UbO6/edit

Mixtape (Science)

https://docs.google.com/document/d/1K1iFihnDzCfsV gW3WEGzTg6fRgnVMZ-xpIYOYpGtoY4/edit

GPS (Mathematics)

https://docs.google.com/document/d/1bg9EF38kgioo oClH7XNrFxVRUD72GavMqtiGxfyHjCI/edit



The ODA Instructional Model

SMALL GROUP INSTRUCTION

Students can choose when they need extra support and direct instruction through our weekly workshops. Teachers will also identify struggling students to attend weekly workshops based on their harkness engagement.

INDEPENDENT LEARNING TIME

Student work through their own reading lists, GPS's, and Mixtapes and CHOOSE what to read and when. Teachers will also suggest a schedule for students to follow if needed.

At the end of the 7-week cycle, students submit evidence of their learning through an "end of cycle" project.

HARKNESS COLLABORATION

EOC

Peer-to-peer learning is developed through student facilitated discussion and tasks given by the teacher. Tasks are informed by the topics of study. This replaces the direct instruction of the teacher.

TUTORIALS

Students present their learning artifact during a 45-minute conversation with their teacher. This is where the teacher checks for the student's understanding of the content.

Tutorials happen EVERY THREE WEEKS



The Teacher in the Model

SMALL GROUP INSTRUCTION

Teachers use data (observations, tutorial metrics, student engagement, etc.) to identify students who require additional support, and encourage them to advocate for themselves their need for direction. Teachers hold workshops and office hours.

INDEPENDENT LEARNING TIME

Teachers will provide and arrange reading materials that are essential to a student's development within a specific area of study, checking for engagement and understanding by utilizing all components of the model.

↓ EOC ←



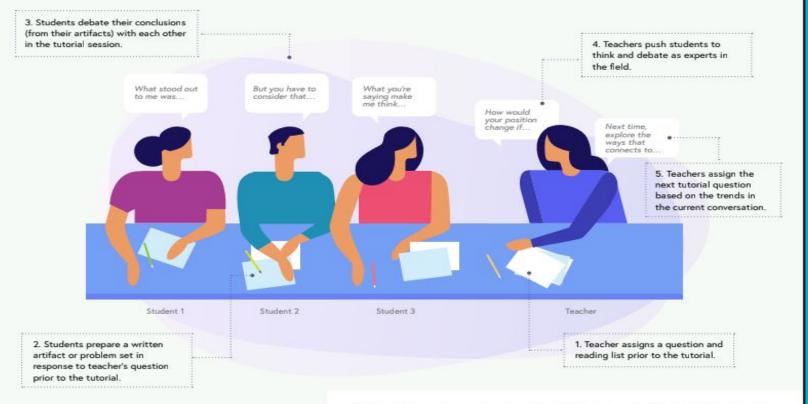
Teachers facilitate essential questions centered around curriculum that fosters an environment for problem solving, allowing students to utilize independent skills to find a solution. Teachers will accommodate, scaffold, and provide direction so curriculum is accessible to all students, inclusive of direct instruction as needed.

TUTORIALS

Teachers hold tutorials every three weeks and use systems of metrics to determine a students mastery over curriculum, and offer direct and immediate feedback that is essential to each student's development.



The Tutorial Method



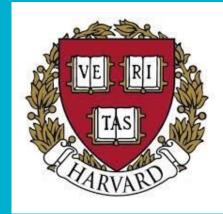
In the tutorial method, a small group of students (4 maximum) meet with their teacher, debate an open-ended research topic every 1–2 weeks. Students prepare extensively before the session, teachers push them to think like experts in their field.



Has this been done before??

Short answer: yes!







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Systems of Support for Autonomous Learning (Summarized)



How do we track progress?



How can you support your student?



Check-in Questions:

- What are you CHOOSING to work on tonight?
- Can I take a look at your Reading List/Mixtape/GPS?
- Do you know what you want to do for your End of Cycle projects?
- What are you finding difficult about the content you're studying?
- How are you doing with managing your own schedule?







Come and observe a tutorial session!

Take a look at our <u>Tutorial Calendar!</u> All parents are welcome to come and observe their student in a tutorial.





Thank you!